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ABSTRACT

One of 6 state reports generated by the Regional Curriculum Project (funded under the Elementary and Secondary Education Act), the document describes 4 specific projects implemented through the Alabama State Superintendent's Office beginning in 1966. All 4 projects were designed to improve instructional leadership by defining the role(s) of the state department of education in facilitating desirable change in educational programs for children and youth. The first project related to improving communication skills in Butler County, Alabama; with the use of mobile communication laboratories and staff inservice training in language arts, the elementary and high school children taught in the mobile laboratories raised their standardized achievement scores. A second program involved the planning and installation of a comprehensive closed-circuit educational television system in Jefferson County. A third program provided training for teachers of modern mathematics. The final program revolved around language arts improvement in Baldwin County. Each project discussed in the document is described in terms of overall objectives, activities undertaken, findings, and evaluation. (AL)

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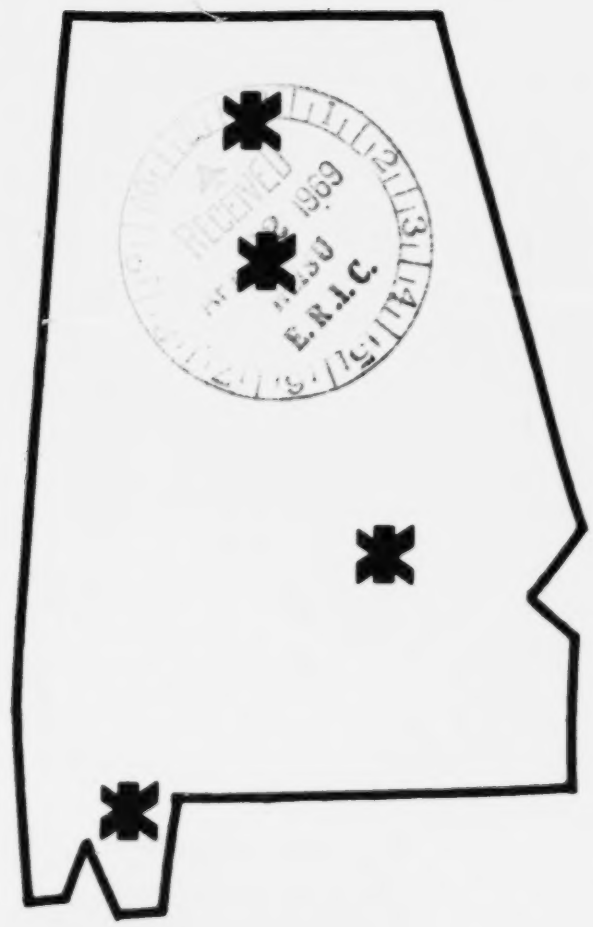

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rcp local school projects in alabama

ALABAMA LEADERSHIP

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Policy Committeeman:	Dr. W. Morrison McCall, Director Division of Elementary Education
State Coordinator:	Lee Boone
Local Project Coordinators:	Gerald E. Godfrey Jefferson County Schools
	Loy L. Greenhill, Jr. Morgan County Schools
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REGIONAL CURRICULUM PROJECT

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PREFACE

When the Regional Curriculum Project was created under Title V, Section 505, of the Elementary and Secondary Education Act of 1965, it was designed to serve state departments of education. Neither local school systems nor individual schools were its intended clients. But those who first envisioned the project, those who promoted it, and those who took part in its creation were all mindful of the ultimate criterion for measuring any effort in the field of education: "What will it do for the students?" The Project was begun not to perform a study in a vacuum, nor yet simply to study ways of improving state departments of education. Its purpose, clearly stated from the beginning, has been to study "instructional leadership" by experimenting to determine "the role or roles of state departments of education in facilitating desirable change in the educational program for children and youth."

In none of its activities has the Regional Curriculum Project come closer to the real substance of education—the interaction among students and teachers in classrooms—than in its sponsorship of

twenty-five change projects in twenty-four local school districts of the Southeast. These projects were designed to serve as laboratories for the examination of change by the RCP, and to serve later as places for testing of hypotheses involving in each case the role of a state department of education in relation to the changes occurring or failing to occur.

Six states have participated in the RCP, and in each of these states four local districts were selected to be the sites of change projects. Following are the stories of Alabama's four projects—or, perhaps more accurately, the highlights of those stories. The Alabama coordinator for the Regional Curriculum Project is responsible for collection of the data, sources of which include observational and anecdotal records, interviews and group conferences with local systems and State Department personnel, and written reports. All that has occurred cannot be recorded. But in these pages an attempt has been made to tell enough of each story to show what the State Department of Education has done; how, and to what extent, it may be said that students and teachers in the classroom have been affected; and whether, at this early judgment, the results appear all good, all bad, or mixed.

Edward T. Brown
December, 1968

IMPROVING COMMUNICATIONS SKILLS

BUTLER COUNTY [1]

1. Background

"In recent years, students in our schools have been scoring lower on standardized tests in language arts than in any other curriculum area," reported Mrs. Marjorie Maddox, Coordinator of a program in Butler County Schools, Alabama, designed to help pupils improve skills of communication.

[1]Sources of data include: tape recorded interviews and group conferences with local system and State Department personnel; observational and anecdotal records; and written reports. The story of this project was prepared for the Regional Curriculum Project, identifying ways in which the State Department participated in the Butler County Curriculum Program. Lee Boone is Alabama State Coordinator for RCP. He is responsible for the collection of data about the role of the State Department of Education in the curriculum project reported here. (Title V, Special Project 505, P.L. 89-10).

Butler County is predominately rural with some light industry. The population of the county is approximately 24,000, with a school population of about 6,277. More than one-half of the students are economically deprived. There are ten schools in the county: three having grades 1-12; one, grades 9-12; one, grades 7-12; three grades, 1-8; one, grades 7-8; and one, grades 1-6. The staff is made up of approximately 250 teachers, nine principals, and eleven people in the central office.

Although Butler County's pupils showed improvements in four months following the initiation of a special program, standardized test results revealed that 60 per cent of the pupils in grades 8 and 11 scored below grade level in language arts. From conferences with teachers, it was learned that in their opinion, also, the children were deficient in reading comprehension and reading speed. They were lacking in ability to express themselves orally or in written form, and in skills for effective listening. "For these reasons," Mrs. Maddox reported, "we decided to concentrate on improvement of instruction in the language arts, expecting to improve pupil achievement in the skills of communication." Several approaches to the improvement of language arts instruction were used: establishment of mobile units technologically equipped to provide individualized and group instruction, especially in speech, reading, elementary physical

education and music; provision for in-service education of the Butler County staff; and use of consultant services and leadership assistance from the State Department of Education. Some of the approaches used will be discussed.

II. Methods and Procedures

Communication Laboratories: (Mobile Units)

To facilitate improvement in communication skills, especially in reading and speech, the program has included the development of special classes housed in technologically equipped one-room mobile units. Each unit includes facilities designed to help the teachers provide individualized and small-group instruction for many of the educationally disadvantaged in each school.

There are now twenty-four such laboratories equipped with tape recorders; record players and albums of records, music and literature; individual language masters; tape recordings providing directions and assignments for speech improvement; earphones; projectors; appropriate slides and film strips; individual carrels; and other facilities which make individualized use of materials possible without disturbing others when this type of procedure is essential to individualized learning.

Most important is a teacher for each unit who is especially interested and able in helping each child make the best of his potential, and especially in helping him learn to communicate effectively. The teacher works with twelve or fifteen pupils in accordance with a prearranged schedule for a thirty-minute period each day, after which these pupils return to their regular classrooms and another group comes to the laboratory. Some of the material used in the speech labs is of the listen and read type, some of which is used to help pupils in auditory discrimination. A pupil, using earphones, hears sounds in words. He repeats what he hears and compares his speech with the model, which helps him determine the accuracy of his own speech. He repeats the process, hearing and speaking other words or sentences, gradually improving his ability to recognize and correct any mistakes he may be making.

Tape recordings made by specialists, teachers, and children are used in a variety of ways to help improve reading and speech, to increase appreciation of literature as well as music, and to encourage use of creative abilities.

In-Service Education of the Staff:

The teachers and the supervisory staff felt a need for increased competency in teaching the language arts. As a result, a steering committee was appointed which includes representatives from each school, from each grade level, and from different levels of administration—principals and central staff.

The function of this committee, which meets monthly, is to study county-wide needs and develop plans in light of suggestions solicited from the individual school staffs. Local faculty study groups have evolved, each faculty having chosen a particular phase of the language arts program. Topics studied include listening, oral and written composition, and the improvement of speech.

Early in the year, each school submitted a schedule for local faculty meetings. Members of the county staff working with the local school and county groups include: Gene Stroud, Superintendent; Jacquelyn Autrey, communication arts supervisor; Mary Lou Buntz, reading supervisor; Johnie Mae Browder, guidance supervisor; and Marjorie Maddox, coordinator of the local project for improving language arts.

At the beginning, as well as later, members of the State Department staff met with the steering committee to develop plans for their participation in local study groups. Meetings were scheduled so that each school would have at least two meetings during the year with one of the English consultants or others from the State Department of Education.

Among the sources used to help teachers find answers to their questions have been: consultants from the county staff, colleges and universities, the State Department, and others; professional magazines and books; courses of study provided by the State Department; tape recordings of presentations on linguistics and other topics by authorities in the field. Needless to say, the teachers have served as important resources for each other through discussions of their ideas, individual studies, and practices.

Mrs. Maddox believes that teachers have become increasingly aware of the fact that changes in content, concepts and practices are taking place throughout the nation in the language arts. "This was not true," she says, "when this project began. To some, it came as a rude awakening. Some of us did not want to believe there might be a new language arts program, as well as new math; and we were reluctant to tackle something beyond learning certain rules, for example,

whether they were meaningful to pupils or not. Although some teachers felt threatened in the beginning, professional study seems to be helping the staff grow in understanding and ability to test different and better ways of helping students improve their skills of communication."

Plans are underway for the development of a local curriculum guide in the language arts, grades one through twelve. Mrs. Maddox reports, "We recognize the need for the involvement of all teachers and administrators in the preparation of such a guide. We recognize a need for good cooperation between our special Title I project teachers and the regular classroom teachers, as well as among the administrators involved. We need effective teaching in the regular classrooms in the language arts: speaking, listening, reading, and writing. We believe that our in-service education program is helping us to accomplish our goals."

III. Summary of Findings

Evidence of Progress in Pupil Achievement:

A report by Mrs. Marjorie Maddox, coordinator of the Butler County program, follows:

Students involved in the language arts program, taught in the mobile units, were given the Stanford Achievement Tests at the beginning of the program, February 1966, and again in April 1967. A total of 2,440 students were tested. This represents approximately one third of the total enrollment of the school system. Numbers of students tested and their grade levels were: fourth grade 406; fifth grade 412; sixth grade 380; seventh grade 323; eighth grade 258; ninth grade 233; tenth grade 171; eleventh grade 146; twelfth grade 111.

Progress graphs for grades four through nine show that the mean scores of these classes have been raised since this project began. The results of the California Achievement Test, administered in the eighth and eleventh grades, reflect progress made by the same children on the same test. The test was administered in September 1965 when the students were in the eighth grade, again in April 1967 when they were in the ninth grade, in September 1965 for the eleventh grades, and again in April 1967 when these students were in the twelfth grade.

"As you can see," says Mrs. Maddox, "we have a long way to go, but we believe we are making progress."

Although no objective method to measure children's self-concepts has been developed, tape recordings of children's speech were made from time to time. These recordings helped to indicate progress in the use of language. In the judgment of teachers, supervisors, and others who worked with the children, the tapes reflect improvement in self-concepts as well as in language usage.

Role of the State Department of Education:

Although this report deals specifically with a current program designed to facilitate improvements in the skills of communication, earlier records show that Butler County teachers have been involved in other in-service education projects. One of special note was a child study program which received direction via consultant services from the State Department of Education and cooperating colleges. Major leadership was provided by Dr. Morrison McCall, Director of Elementary Education; Miss Lulu Palmer, Consultant in Early Elementary Education; Dr. Witherspoon, Florida State University; and Mr. Foy Ingram Cummings, Troy State University.

a. From interviews and reports at the county level

For the current project, as indicated earlier, instructional leadership through consultant service has been provided by specialists in the language arts. State Department persons identified in the records include Mrs. Annie Mae Turner, Coordinator, English Consultative Services Section; Mrs. Lois T. Miller, English Consultant; Mrs. Nelle C. Hause, Reading Consultant; Miss Lulu Palmer, Elementary School Consultant; Mrs. Nina Martin, Library Consultant; Miss Joanna Breedlove, Specialist in Linguistics; Mr. Lee Boone, State Coordinator, Regional Curriculum Project; and Dr. Morrison McCall, Director of Elementary Education.

Early in the planning stages of Butler County's project, three members of the State Department staff met with the steering committee to assist in the development of plans for the language arts project and to set up a schedule for their participation in the individual faculty study groups.

State Department personnel assisted in the development of the mobile laboratories equipped to provide facilities for individualized instruction in the communication skills, funded through Title I, ESEA, P.L. 89-10. The State coordinator for Title I is Mr. J. H. Boockholdt.

Consultant help for the in-service program provided information about the findings of research and implications for use in the school program. This was done through personal visits to the county, through provision of tape recordings of talks by authorities in the field of language, through film loans, and through recommendation of professional books and magazines.

In response to the question on how State Department consultants work with the staff, Mrs. Maddox said, "They use various methods." Generally the meetings are held in the school library. Usually consultants sit with the staff around tables. They often use tapes, charts, film strips, or mimeographed fact sheets. A few formal presentations have been made. Sometimes teachers ask for lectures on certain topics, especially to help introduce or review new terms used in the development of language arts. Most of the meetings evolve into informal discussion groups. The local committee has tried to keep the groups small.

State Department consultants provide some assistance by telephone and through correspondence.

Some of the Butler County teachers have attended summer workshops provided through the leadership of the State Department. This enabled them to contribute a great deal to the steering committee and to the teachers about the teaching of language arts. "We have always had help from the State Department," says Mrs. Maddox, "but I have always wondered if some of the consultants shouldn't be stationed in areas other than Montgomery. It is difficult for people who work with faculty groups until 4:50 or 5:00 in the afternoon to have to drive home in the dark in the winter. I sympathize with them. I am one who can't see well enough to drive at night. The lights at night glare at me, making driving hazardous."

b. From interviews and reports at the State level

Mrs. Annie Mae Turner, Coordinator of the English Consultative Services Section, State Department, reports in part as follows:

> We have three consultants in our section who have been working in Butler County schools. Each of us has been in the county six or eight times in elementary and secondary schools . . . . We have been pleased on the whole by the progress that has been made. For example, in one school the teachers decided they wanted to learn

more about linguistics because some research seems to indicate that a linguistic approach is going to produce some sort of revolution in teaching language. "We have a series of lecture tapes and slides on the history of the English language from a linguistic approach. We sent the lecture tapes once a week to the teachers in the school system who wanted to take a course on the subject. Butler County is the first system in Alabama to complete the course.

We have also been impressed with the use of new materials and equipment for the reading and English programs, especially in the trailer mobile units. One of the teachers recently observed, for example, was using some of the commercially developed material as well as some of her own. She had wonderful rapport with her students.

Activities identified by the Alabama State Department of Education designed to facilitate improvement in the language arts in local school systems include:

(a) Participation of consultants in local in-service programs by invitation;

(b) Publication of a newsletter;

(c) Interpretation of research findings through publication and direct communication to teachers;

(d) Initiation and direction of summer workshops for teachers;

(e) Cooperation with different sections and divisions of the Department in programs designed to improve communication skills, with professional organizations, and with Alabama educational television.

IV. Related Projects

In the 1967-68 school year, the Butler County Schools were involved in a Title III project concerned with Educational Leadership. The goal of the curriculum section of this project was an ongoing curriculum revision which would completely individualize instruction in the schools. The group especially concerned with the language arts area integrated its work and findings with the in-service program of the Title V Regional Curriculum Project and the classroom activities and in-service training program of the Title I program.

On December 8 and 9, 1967, Mrs. Autrey, the English-Speech Supervisor; Mrs. Maddox, coordinator of Title I; and three county teachers participated in an English curriculum planning conference in Atlanta, sponsored by the Regional Curriculum Project. Teachers and supervisors from Georgia had begun a complete English curriculum design and representatives of state departments of education, universities, and pilot schools in six southeastern states were invited to join this curriculum study related to the RCP's curriculum guide hypothesis. Work sessions and task assignments provided all with opportunities to contribute to this curriculum design. Butler County representatives also participated in the actual development of the curriculum guide at a workshop, sponsored by the RCP, in Rome, Georgia, in the summer of 1968.

The pilot school systems, which include Butler County, planned to use this curriculum design during the school term 1968-69. Specialists and consultants were available in helping this curriculum framework become a useful instrument in the schools. State department representatives will continue to work with the several local in-service study groups. Many teachers seem excited over the promise held in new approaches to the teaching of language arts and believe the learning process will be enhanced by innovations suggested in the curriculum design. Continued study and work are necessary if these plans are to become a reality.

The State Department of Education will continue to maintain close contact with the ongoing activities in Butler County.

CLOSED CIRCUIT EDUCATIONAL TELEVISION PROJECT

JEFFERSON COUNTY

1. Background, Objectives, and Procedures

In September 1968, approximately 67,000 children enrolled in the 110 schools that make up the sprawling Jefferson County, Alabama, school system began to benefit from expanded and enriched instructional program through the medium of closed circuit educational television.

School officials in Jefferson County began implementing plans for a two channel, 2500 megahertz educational television system in the spring of 1966. The plans included provisions for expanding to four channels, one in color, at a later date. Specifications were drawn, bids were accepted and contracts were awarded. Installation of receiving equipment in the schools began in August 1966. At the same time a warehouse, owned by the Board of Education, adjacent to the Instructional Materials Center was being renovated to provide space for offices, studios, control room, and transmitting equipment.

In the meantime Jefferson County school officials had accepted an invitation from the State Superintendent of Education to participate in the Regional Curriculum Project as an experimental school system, and had chosen Educational Television as their area of study and emphasis.

Mr. Gerald Godfrey, Director of Educational Television, Jefferson County School System, participated in a four week workshop at the University of Georgia sponsored by the Regional Curriculum Project. The purpose of this workshop was to indoctrinate local school representatives in the concepts of planned change, to familiarize them with the organization and functions of the participating state departments of education, and to help them plan their individual projects. State department personnel, consultants from colleges and universities, and Regional Curriculum Project staff members were available to provide assistance in project planning and evaluation.

Soon after the end of the workshop, Mr. Godfrey reported as follows:

The Jefferson County Board of Education is installing a two-channel, 2500 megahertz instructional television system for sixty-eight schools at the immediate present. Bids for construction have been received. It is hoped

that in the near future we will be able to equip the 115 schools in the system. This 2500 mc system will have a future capacity of four channels with one in color. We hope to get assistance in the over-all planning, equipping and operation so that the teachers and students will get maximum use of the system. The closed circuit is in addition to the Alabama Educational Television Network.

The project title could be "How can the addition of closed circuit television supplement the instructional program in the elementary school—especially in art, music, handwriting or other special subjects?" Or, "Plans for the utilization of the two channel 2500 mc system in the Jefferson County School System."

The following information will be needed in order to make the 2500 mc system effective:

1) The size of the staff needed to operate the television system;

2) The space needed for offices, transmitting equipment, studios, and work space;

3) Sources of getting films (that are cleared) for television and video tapes that might be obtained for a small cost;

4) How math, science, music, or other consultants can be used for in-service training for teachers with 2500 mc system;

5) What policy can be worked out whereby we can video tape off the Alabama ETV Network programs that can be played back to a classroom at a time convenient to schedule;

6) Procedures that can be followed when a teacher calls and wants a film or video tape, to insure that the material will be sent out over the television set when needed;

7) An effective way of informing all teachers about what this new television system can do and what materials are available;

8) A system of selecting films, video tapes, and other visual materials to be used—such as a committee of science teachers selecting science films;

9) A proposed budget for operation, expansion, and purchase of audio-visual materials.

Beginning with school year 1966-67 we will have the mechanical equipment—so where do we go from there? Most in-school lessons are taught only one time over the Alabama Educational Network. If a class has a conflict the television lesson cannot be viewed. But by being able to video tape the lessons off the network we will be able to play the tape back at a time more convenient to teacher and students. The specialists in art and music, etc., would like to teach their subjects on specific grade levels, but time does not permit on the State Network.

The films are now being sent out from the Curriculum Library and they take about two days to get to the school and then two days to get back. If the communications are good a film can be used about one time a week. By closed circuit television the teacher would request the film to be shown and then use her television set to view the film. An experienced engineer would operate the equipment for the studio. Any film could be shown many times more with less wear and tear on closed circuit television.

Goal:

That all the 115 schools in the Jefferson County School System will be able to get maximum use of the television lessons on the 2500 mc television system. There are 65,000 students in this school system.

On October 11-13, 1966, Dr. E. L. Williams, Jr., ETV Coordinator, Alabama State Department of Education, Mr. Godfrey, and Mr. Selton Campbell, Chief ETV Engineer, Jefferson County School System, visited closed circuit television installations at Nova High School, Fort Lauderdale, Florida; the Broward County School System, Fort Lauderdale, Florida; and the closed circuit system operated by the Catholic Diocese, Miami, Florida. The visitors observed closed circuit television being used in the instructional program in a variety of ways. In addition, they conferred with Dr. Robert Miller, Director of Learning Resources; Mrs. Marion Lowery, E.T.V. Supervisor; Mr. Dale Carls, Chief Engineer; and Mr. Gordon Sechler, Technical Director. The conferences in Fort Lauderdale covered a variety of subjects including utilization of televised lessons in the instructional program, programming, sources of program materials, and engineering and technical problems, In Miami the visitors conferred with Mr. Jack Shay, Chief Engineer of the

Catholic Diocesan ETV System at Miami, on engineering and technical problems. This trip was financed by the Regional Curriculum Project.

Completion of the physical facilities was delayed by unavoidable problems which arose in construction and in the procurement and installation of equipment. By the end of 1967 most of the problems were solved. The studio and transmitting equipment are now complete and ready for operation. Work is underway to install a 585 foot transmission tower atop Red Mountain which will be capable of serving most of the schools.

While the construction and equipment installation phases of this project have consumed major portions of the time and energy of the project Director and his staff, these people have also devoted much time to planning for utilization and to the procurement of films, video tapes and other program materials.

Dr. J. H. Burgess, First Assistant Superintendent in charge of Curriculum and Instruction, and the members of his supervisory staff, which includes well qualified supervisors in almost every subject matter area and also in guidance and other pupil personnel services, are working closely with Mr.

Godfrey in the development of plans and programs for efficient utilization of the closed circuit television facility as a means of expanding and enriching the instructional program and the in-service education and professional development of teachers and other staff members. Some examples of the scope and diversity of the planned use of television are as follows: training lunchroom workers; expanding and enriching the instructional program in fine arts, mathemetics, science and other subject matter disciplines; training students to use the library; in-service training for teachers; video-taping programs from the Alabama Educational Television network for rescheduling at more convenient times; procuring 16mm films, video tapes, and a variety of materials for use in the production of live programs originating in the studio.

Plans called for telecasting to begin by the end of the 1967-68 school year. Preceding this was a training period for members of the television staff, a time for developing processes and procedures in programming and for the discovery and correction of technical problems. Planning and corrective action were to be undertaken during the summer of 1968 with full programming to begin when school opened in September 1968.

The planning and development of this facility has been financed with local money appropriated by the Jefferson

County Board of Education and with funds provided through Title I, E.S.E.A., P.L. 89-10.

The Regional Curriculum Project has provided assistance by making possible Mr. Godfrey's participation in a four week workshop at the University of Georgia, which gave him access to a variety of consultants from colleges and universities throughout the United States and to people from local educational agencies and consultants from the six participating state departments of education. It also provided him an opportunity to search the literature for the latest information pertaining to instructional television, and time for thinking and planning.

Several members of the Alabama State Department of Education have been involved in the planning and development of this facility. Dr. W. Morrison McCall, Director of Elementary Education and Alabama representative on the Policy Committee of the Regional Curriculum Project, has given advice and guidance on a variety of matters, and particularly on those relating to the Regional Curriculum Project. Much of this has been channeled through Mr. Lee Boone, Alabama Coordinator of the Regional Curriculum Project. Mr. Boone has maintained close contact with the

Jefferson County project through numerous visits and conferences with Mr. Gerald Godfrey, Mr. Selton Campbell, and Dr. J. H. Burgess. He has also met with Dr. Joe Stowers, former Assistant Superintendent for Administration; Mr. Vernon Skoog, Director of Fine Arts; Mrs. Ruth Waldrop, Director of the Instructional Materials Center; and other members of the Jefferson County administrative and supervisory staffs. Dr. E. L. Williams, Jr., Coordinator, Educational Television, Alabama State Department of Education, has worked with Mr. Godfrey on numerous occasions in the role of advisor and co-worker.

The techinical nature of the work in the construction of facilities and the procurement and installation of equipment has precluded the involvement of large number of State Department of Education consultants. The department does not employ personnel with the technical knowledge and skills to provide assistance in this type of operation. This raises the question whether, in view of the increasing use of and expenditures for educational television facilities by local education agencies, the State Department of Education should consider employing personnel capable of providing technical advice and assistance in planning and operating educational television facilities.

It is anticipated that when this facility becomes fully operational many State Department of Education consultants will be called in to work with Jefferson County teachers and the supervisory staff in developing materials and programs to be used in the instructional program for boys and girls in carrying on the in-service education of teachers and other staff members.

II. Summary of Findings

The following represent the local project's answers to some of the questions posed at the beginning of the project:

SIZE OF STAFF - (Minimum)

1. Director of Television Services
2. Producer-Director
   (In this small operation this person will serve as production director.)
3. Chief Engineer
4. Secretary
5. Four Crew Members
   (One Engineer is hoped to be added under Vocational Education.)

DESIRED STAFF FOR FUTURE OPERATION

1. Director of Television Services
2. Camera Director
3. Production Director
4. Chief Engineer
5. Assistant Engineer
6. Film Director
7. Maintenance Crewman
8. Secretary
9. Ten Crew Members
10. One Graphic Artist

IN-SERVICE TRAINING FOR TEACHERS

(Areas to be covered)

1. Art
2. Music
3. Math
4. Foreign Languages
5. Phonics

LOG

It will be necessary to have a log for each channel every week.

When a techaer calls for a particular film, the time, date, and channel will be confirmed at that time. A weekly schedule then will be placed in the engineer's office, so that his responsibility can be carried out.

When we begin live programming, or video taping of live programs, we will need the same type of log for rehearsal time and for video taping time.

Our first responsibility is to get the equipment installed and functioning. Then we begin using film and video tape before live presentation begins.

WAYS OF INFORMING TEACHERS

1. By regular announcement in the monthly Superintendent's Newsletter;
2. By preparing brochures on the television services;
3. By personal contact with school personnel;
4. By visiting faculty meetings.

SELECTION OF COMMITTEES

1. Music Supervisors - 3 people
2. Art Supervisors - 3 people
   (The Fine Arts Director will be included in the above two selection committees.)

It is suggested that high school specialists select high school films, and elementary specialists select elementary school films.

Each year appropriate committees will be appointed by the Assistant Superintendent in charge of curriculum.

FRONTIERS

It is expected that there will be numerous Closed Circuit installations in the future because of the flexibility and adaptability of the medium. The Federal Communications Commission anticipates this direction because "The reservation of additional channels for education and legislation requiring manufacturers to equip sets for both UHF and VHF reception have greatly reduced this problem."

TRENDS

1. Multi-channels for flexibility
2. Centralized distribution
3. Television lessons adaptable to the local school curriculum
4. Greater amount of video taping
5. Loans of video tapes between school systems
6. More in-service training for teachers who plan to utilize television lessons
7. More dependency on the televised enrichment on the part of the classroom teacher
8. More emphasis on visual aids in all subject matter areas

III. Director's Progress Report—February 1968

Specifications were drawn up in the spring of 1966 for a two-channel, 2500 megahertz instructional television fixed service system serving fifty-seven of the 116 schools in the Jefferson County School System.

The bid date was June 23, 1966, at 2:00 P.M. The contract was awarded to Signal Distributors, Inc., of

Birmingham, for the sum of $283,680.00. Signal Distributors began work the first part of August installing towers, dishes, and down converters on the schools listed in the specifications. Some of the work was completed at the schools soon after the opening in September 1966.

It was necessary for the Board of Education to provide space for offices, studios, and control room for the television installation. After drawing up plans for the renovation of the warehouse adjacent to the Instructional Materials Center, we had to negotiate with the contractor to get it within the budget. The television studios and offices were completed the latter part of April 1967. Signal Distributors began installation May 1, 1967. Since that time we have been working on the installation of the studio and with the transmitting equipment. We enlarged the control room and production facilities from the original plans. The studio equipment was in operating order by the end of the year 1967. It will be necessary for us to transmit programs from our studio to atop Red Mountain, and then to the schools. We are in the process of leasing land from U. S. Steel Corporation on the western end of Red Mountain so that we can erect a 585 foot tower. In the beginning, we had thought that we could go on a tower of one of the commercial stations, but these plans did not materialize. By building our own tower at this height, we will be able to get to all the county schools from this one

location. Had we gone on the tower of the commercial station, it would have been necessary for us to install three translators. We feel that we will save approximately $60,000 by having to construct only one tower. We have been delayed almost a year, but we feel that this situation will work out to our advantage.

The television installation will be operated under the rules and regulations of the Federal Communications Commission. We have already employed the chief engineer, who has a Federal Communications Commission license.

During the school year 1966-67 the closed circuit television project under Title I was budgeted for $104,310. The items in the budget consisted of salaries for staff members, remodeling of building for television installation, office supplies, rental of video-taped lessons, and receiving equipment at schools.

In October 1966, Selton Campbell, chief engineer, Dr. Edwin L. Williams, Educational Television Co-ordinator in the State Department of Education, and I visited closed circuit television installations at Nova High School, Ft. Lauderdale; Broward County closed circuit television installation, Ft. Lauderdale; and the Catholic Diocese closed circuit television system, Miami. (Paid for by the Regional Curriculum Project.)

March 2,3 and 4th, Mr. Campbell and I attended the National Association of Educational Broadcasters, Region II, meeting at Jacksonville, Florida. On several occasions, Mr. Campbell and I visited the Huntsville, Alabama, 2500 megahertz system to get ideas that would help us.

We have already purchased two video-taped art series from the Great Plains Instructional Television Library to be used on our system as soon as we be begin operation. They are "ART ABOUT US" and "ART AT YOUR FINGERTIPS." We have been in contact with Southern Bell to use their 16mm films with our system, in addition to the 16mm films which we already have in our film library. We plan to video-tape lessons off the Alabama Educational Television Network to reschedule for our system. As soon as our studio is completed, we can begin video-taping such things as library lessons for all grades, in-service training for lunchroom workers and teachers, etc.

During the school year 1967-68, it will be necessary to employ a producer-director who has a degree in radio and television or communications, and crew members, for live productions and video tapes.

The Federal Aviation Administration in Memphis mailed to us a notice of determination of no hazard dated January 5th.

They had initiated an aeronautical study on the tower location where we plan to transmit to the schools. We are now in the process of drawing up specifications for a 585 foot tower which will be located on an elevation of 955 feet. At this height we will be able to serve most of the county schools. Our studio, which is located at 1009 North 21st Street, Birmingham, Alabama, is complete and ready for operation. This is the status of our operation as of January 12, 1968.

Application for Authority to Construct an Instructional Television Fixed Station was submitted to the Federal Communication Commission February 9, 1968.

IV. Evaluation

In addition to being an excellent tool for use in the instructional program and the in-service education program, the Jefferson County Closed Circuit Television Center has the potential of becoming a model which other school systems can observe, study, and look to for advice in developing their own television facilities and programs.

MODERN MATHEMATICS PROJECT

MORGAN COUNTY

1. Background

In the early spring of 1966, Mr. J. C. Pettey, Superintendent of Schools, Morgan County, Alabama, accepted an invitation from the State Superintendent of Education to participate in the Regional Curriculum Project. He had been told that the Project, in cooperation with the State Department of Education, would provide assistance in developing a program designed to aid in the solution of an educational problem to be identified by the Morgan County School System.

Mr. Pettey and members of his staff had already given a great deal of thought to the problem of how to introduce a program in modern mathematics in the elementary schools of the County. Participation in the RCP seemed to hold a great deal of promise for finding an effective solution to this particular problem. Therefore, a decision was made to develop a project to accomplish that purpose. This decision can best be explained by quoting Mr. Pettey:

"Modern mathematics will be taught in Morgan County Schools for the first time in the 1966-67 term. The Crestline Elementary School at Hartselle, Alabama, will begin a pilot program in modern mathematics. This will involve twenty-five teachers, a librarian, a full time principal , and seven hundred and fifty-five students in grades one through six. The principal will direct this project. The teacher-pupil ratio will be approximately 1-30. All of these teachers have had some preparation in modern mathematics, although fourteen of them will be teaching this subject for the first time.

"The students in this school come from a high income level background and have not been eligible to participate in the reading program of Title I which was available to the other schools in the county. An in-service program will be carried on in this school to prepare the teachers better in the area of instruction in this field. New approaches will be explored and demonstrated, and new materials and equipment will be examined. A new program of study in the area of modern mathematics for the elementary school will be developed as a result of this in-service training program.

"This new program of study will benefit the entire school system."

II. Overall Objectives, Goals, Purposes

A. To develop a new program of study in the area of modern mathematics for elementary schools that will be distributed to all elementary schools in the county.

B. To develop within our staff the confidence needed in the transition from teaching mathematics the traditional way to the new mathematical approach.

C. To familiarize the teachers with the different approaches that can be used in teaching mathematics by the newer method.

D. To examine new instructional aids that can be used with the new mathematics approach.

E. To familiarize all teachers with the content of other grade levels and the order in which content is taught.

F. To establish a good relationship between school and home regarding the change in the mathematics program.

G. To establish better ways in which the State Department of Education can work with the county system and with individual schools.

H. To develop techniques by which knowledge gained in the in-service program can be transferred to classroom situations.

I. To develop techniques with which the project can be evaluated in terms of staff efficiency and pupil progress.

III. Activities for Accomplishing Goals

Mr. J. C. Pettey, Morgan County Superintendent of Education, and Mr. Loy Greenhill, Principal of Crestline Elementary School and project director, shared the responsibility for attending a five week workshop at the University of Georgia and developing the plans for the project. Mr. Pettey was present for the first week, while Mr. Greenhill attended the last four weeks.

The purpose of this workshop was to introduce local school representatives to the concepts of planned change, to familiarize them with the organization and function of the participating state department of education, and to help them plan their individual projects. State department personnel, consultants from colleges and universities, and RCP staff members were available to provide assistance in project planning and evaluation.

In-Service Education of Teachers:

A series of ten in-service meetings utilizing consultants from the State Department of Education and Auburn University were held at Crestline Elementary School. These programs were built around a series of 16mm films, entitled "Modern Mathematics Series", and presentations by the consultants. These were correlated with the textbook and other instructional materials being used in the school.

Project Director's Report

Mr. Greenhill has written a report describing project activities and outcomes as follows:

> During the summer of 1966, Morgan County was one of four Alabama counties chosen to participate in the Regional Curriculum Project, comprising six southeastern states. For several reasons our county school officials, along with the principal of the school, decided that this project would be carried out in an in-service program in the area of teaching Modern Mathematics. As mentioned earlier, several reasons accounted for Crestline Elementary School's being chosen to participate in the project. The students in this school come from a high income level

background and therefore had not been elegible to participate in the reading program of Title I which was available to the other schools in the county. Too, several reasons accounted for Modern Mathematics being chosen as the area for study. Modern Mathematics was taught for the first time in Morgan County Schools during the school year 1966-67. At that time all teachers had had some preparation for teaching Modern Mathematics; however, out of the twenty-five teachers, fourteen of them would be teaching this subject for the first time.

This in-service training program was carried on in the school to better prepare the teachers so they could do a better job of instructing boys and girls in the area of Modern Mathematics. New approaches were explored and demonstrated. New equipment and new materials were examined. It is the purpose of this paper to give some of the outcomes of this in-service training program as given by our teachers who are involved in instructing our boys and girls in the area of Modern Mathematics.

The study consisted of several activities. Resource people were invited to meet with our teachers. Films were used for instructional purposes also. We were able to secure through the Regional Curriculum Project a series of ten 16mm films from United World Films, Inc. to be used in

our work. The RCP sponsored a series of ten meetings. Consultant help from Auburn University came and helped us with each film. Also, several meetings were held with our Math Consultant from the State Department of Education. These things are mentioned to give some idea as to the activities involved with our study.

The teachers in our school state that their knowledge in Modern Mathematics was greatly increased as a result of this training program. The language and terms used with Modern Mathematics are somewhat different from terms used with the earlier approach. More emphasis is placed on these terms of the newer approach. Thus, teachers are more concerned with the terms and how can they best get them over to their children.

A better understanding of the discovery approach to teaching math grew out of our study. Teachers in using this approach use more visual aids and manipulative operation for their instructional program. Flannel boards and magnetic boards are used for showing sets, counting men, ones, tens, and hundreds, as well as models in geometry, measurement, time, money and fractions. Our school increased its equipment and materials through Title III of NDEA. As teachers gain a better understanding of the discovery approach, they realize its value. Thus,

children were given materials so they could discover for themselves under the direction of the teacher.

The teachers also state that they received a lot of ideas concerning new techniques that could be used in the classrooms. All learned how to use Napier's Rods and how to do lattice multiplication. Napier's Rods were purchased for all upper elementary grades. The ideas that go along with this material are used often by the teachers where it is appropriate to their grade level. All teachers indicate that they are now using more objects with their children as they teach the new math. Counting men, flannel boards, flash cards, magnetic boards, counting blocks, etc. are being used to make the math have more meaning and appear more attractive to the children. Some teachers make greater use of their pupils to get over an idea. The pupils are used as objects and all seem to enjoy this. A lot of the materials used in our math classes were made by the teachers. One of our meetings was devoted to viewing inexpensive materials that can be made by the teacher without too much difficulty. Our teachers then proceeded to make some of this material to use with their classes. One of our consultants gave a demonstration on arrays. The teacher then made her own to use in the teaching of multiplication. After the discussion on teaching units of measure, the teacher and the children made many articles to use in their classroom.

Terms are stressed more in our math classes as a result of our study. The teachers try to use the correct terms in class discussions. Terms such as equal, equivalent, set, subset, associative and distributive property of addition, numbers, numerals, commutative property, along with many other terms are emphasized in our classes. Students are taught the meaning of zero and the empty set. History of mathematics is also brought out in our classes.

An attractive bulletin board adds much to any classroom. Our teachers state that as a result of our study, they were able to get many different ideas concerning the bulletin board.

We all realize the importance of professional books in any profession Education is no exception. We have increased our collection of professional books in the area of mathematics. Each teacher has been given at least one book to aid him in teaching Modern Mathematics. We have also subscribed to several periodicals, one of which is THE ARITHMETIC TEACHER. These periodicals are located in our central library, but they may be checked out and used by the teachers. There have been other professional books added. In addition, a large selection of filmstrips has been added to our library. Our school tried to take advantage of all Federal money available. By studying in the area of

mathematics, we tried to get all filmstrips that we thought would be of help to our teachers. We also increased our number of filmstrip projectors and other visual aid equipment. We are in the process of getting at least one overhead projector for every two teachers. One of our meetings during school year 1966-67 was devoted to the use of the overhead projector. As a result of this meeting, our teachers gained more insight on how to use this type of equipment more effectively.

The school program should be understood by the parents of the community. As a result of our work, we devoted two P.T.A. meetings to informing our parents concerning Modern Mathematics. We had one of our consultants discuss the reasoning behind the modern approach to teaching math. Following this meeting, we had a follow-up program. At this second meeting, we showed a film on "Mathematics of Tomorrow." We also ran articles in the local newspaper. The purpose of these activities was to let our community know what was taking place in the school in the area of mathematics.

Even though some of our teachers do not teach math, they now claim to be in a better position to tie in the study of mathematics with the subject areas that they teach. One teacher mentioned that teaching English was easier after

having worked in a program aimed at improving the instructional program of modern mathematics.

From our study, teachers state that they were impressed with the importance of letting children do and discuss rather than only listen and look. Situations are used so that children can be actively involved rather than just watching and listening. These experiences involving the children cause the learning experiences to have more meaning. Some teachers state that they learned math by just memorizing facts and they seemed to want to teach their children in this fashion. However, after our math study, these teachers use this newer approach to teaching mathematics. It was stated that reasoning with numbers can be as entertaining as reading a story. This newer approach to teaching mathematics brings out different techniques and how to apply them. The principles that were brought out in our study helped to impress on our teachers their great value in trying to teach the fundamental operations of mathematics. It is now easier for some of the teachers to show the relation of certain properties to the four basic operations of mathematics. By being able to show that the commutative and associative properties are applicable to addition and multiplication but not to subtraction and division, teachers state that

they can now give the children a better understanding of these operations. The use of sets, the importance of position in a numeral, the use of logarithms in all four operations, the idea of renaming numerals, and the use of the distributive property—all of these have been more important to the teachers and have been emphasized more since our study last year.

Another improvement that our teachers have made since our study last year is that some teachers now use several methods not given in the textbook to arrive at solutions to problems, especially in division. This study caused teachers to become more conscious of patterns in mathematics and teachers have tried to convey this idea to the children when the occasion presents itself.

The history of mathematics is emphasized more in some of our math classes. More interest is gained by giving this background information. Other bases are discussed in some of the classes. Children are able to arrive at the answer by several bases other than base 10.

Not only did our teachers at Crestline School benefit from our study in mathematics, but teachers in our county system benefitted. Some of the films used in our work

were viewed by other teachers. We also wrote a report on our work and passed it on to a system in Florida. We corresponded with math consultants from other state departments. These consultants sent us material that can be studied by our teachers.

Our teachers are also familiar with the math content on all elementary grade levels. One of our meetings was devoted to the coordination of mathematics among these elementary grades. Each of the grade level teachers discussed the particular topics taught by him with all the other teachers. Thus, a knowledge of the mathematical content of each level was gained.

Finally, an outcome of our study with the Regional Curriculum Project is the working toward state accreditation. This is a study that we are proud to have a part in. Our faculty has done some hard work along this line. To my knowledge there are three schools now working toward state accreditation. It is hoped that all elementary schools in our county will work toward state accreditation as opportunities present themselves.

In this report we have tried to present some of the outcomes of our study in the area of Modern Mathematics as a result of our school's participating in the Regional

Curriculum Project. Most of our teachers state that they feel better qualified to teach mathematics after having been involved with this study. With teachers better prepared, it is hoped that our boys and girls will get greater benefits as they receive instructions in their study of Modern Mathematics.

IV. Evaluation

Strengths and Accomplishments:

1. In the Regional Curriculum Project workshop during the summer of 1966, adequate time for research and planning was provided and a variety of competent consultants were available to assist in project planning and evaluation.

2. Participation in the RCP has provided a means for more frequent contacts with the State Department of Education.

> ("We have gotten to know our State Department personnel better. We were able to learn what services are available from the State level. We found that our State Department wants to help us in any way they can. We were able to obtain some materials from the State Department to use in implementing our project.")

3. New approaches to the teaching of modern mathematics were explored and new materials and equipment were demonstrated.

4. Professional books and periodicals have been added to the school library for teachers' use.

5. The program was disseminated to all of the elementary schools in the county. All teachers benefitted as a result.

6. Methods used made it possible for all teachers to become familiar with content and procedures at each grade level. (1-6).

7. One teacher stated, "Teaching English was easier after having worked in the program for improving instruction in modern mathematics."

8. Public relations activities increased parent understanding and support of the program in modern mathematics during the period of transition from traditional to new approaches.

9. The transition from traditional to new program was more acceptable and easier for most of the teachers (county-wide) as a result of project activities. The program increased their self-confidence as well as their competence.

10. The elementary school children of Morgan County are receiving better instruction in mathematics as a result of project activities.

Weaknesses and Problems

1. The original program was confined to only one school.

2. State Department mathematics consultants were not involved in planning the project.

3. There was no adequate evaluation documenting improved learning on the part of children.

4. There was a lack of adequate leadership at both the State and local levels.

5. The Regional Curriculum Project failed to fulfill some commitments made to this project at the 1966 workshops.

6. The Regional Curriculum Project was phased out prematurely.

Overall Impact:

One indication of project impact on the entire school system is the re-direction of project activities to work toward the accreditation of all elementary schools in the County System. Three schools are now ready for visits by accreditation teams.

LANGUAGE ARTS IMPROVEMENT

BALDWIN COUNTY

1. Overall Objectives, Goals, Purposes

In 1966 the staff of Baldwin County Schools believed that a project to develop an inclusive, coherent and sequential curriculum of language arts for grades 7-12 was greatly needed. The curriculum as it existed varied widely from grade to grade and from school to school. This was true in every subject matter area; however, if there were developed a sequential language arts curriculum, it was thought that other curricular areas could easily follow the patterns developed by the language arts group. The last system-wide curricular study was undertaken about 1956. Since that time new methods and techniques had been developed, and the use of audio-visual media had become widespread.

Supervisory and language arts personnel in the systems were aware that extensive research had been undertaken in the language arts field. They felt a need to develop a project to implement research by developing a differential curriculum to meet the unique needs of the students in Baldwin

County. In order to avoid repetition and omission, the project was to identify and develop materials to be taught on each grade level. In order to bring about more effective teaching the following areas were given special emphasis: new methods, new applications, new materials and new interpretations.

The language arts teachers, along with other teachers and administrators in the system, realized the need for curriculum study and development to achieve objectives previously stated. Other goals to be studied as a part of the project were defined by the Commission on the English Curriculum and were stated in the publication, "The English Arts." These were:

1. Wholesome Personal Development

2. Dynamic and Worthwhile Allegiances through Heightened Moral Perception and Personal Sense of Values

3. Growing Intellectual Curiosity and Capacity for Critical Thinking

4. Effective Use of Language in the Daily Affairs of Life

5. Habitual and Intelligent Use of the Mass Modes of Communication

6. Growing Personal Interests and Increasingly Mature Standards of Enjoyment

7. Effective Habits of Work

8. Competent Use of Language and Reading for Vocational Purposes

9. Social Sensitivity and Effective Participation in the Group Life

10. Faith in and Allegiance to the Basic Values of a Democratic Society

II. Activities for Accomplishing Goals

In the late spring of 1966, Mr. W. C. McGowan, Superintendent of Schools, Baldwin County Alabama, accepted an invitation from the State Superintendent of Education to participate in the Regional Curriculum Project. He was told that the Project in cooperation with the State Department of Education would provide assistance in developing a program designed to aid in the solution of an educational problem to be identified by the Baldwin County School System.

In view of the fact that a decision had already been made to study and revise the language arts curriculum, Mr. McGowan and his staff chose to develop a project to accomplish this purpose.

Miss Kathryn Steedley, English instructor at Fairhope High School, was chosen as project director. She attended a five-week workshop at the University of Georgia, sponsored by the Regional Curriculum Project. Mr. A. R. McVay, Supervisor of Instruction, also participated in a portion of this workshop. His expenses were paid by the Baldwin County School System.

The purpose of this workshop was to indoctrinate local school representatives in the concepts of planned change, to familiarize them with the organization and functions of the participating state departments of education, and to help them plan their individual projects. State department personnel, consultants from colleges and universities, and Regional Curriculum Project staff members were available to provide assistance in project planning and evaluation.

Steering Committee:

Step number one in implementing the Steering Committee responsible for planning and for providing leadership for all project activities. These activities fell into the following categories:

1. A status study of the language arts program, grades 7-12

2. Planning and conducting a summer workshop for language arts teachers (six weeks duration)

3. In-service education of the staff

4. Try-out and evaluation of new materials and methods

5. Evaluation of total project

The Committee met a total of eight times. The first was a dinner meeting and the remaining seven were held during school hours. The provision of release time for Committee Meetings was an indication of commitment on the part of the Superintendent.

The first meeting was held on the evening of September 21, 1966, in the dining room of the Thunderbird Motel on the Mobile Causeway. The following members and guests were present:

Mr. A. R. McVay, Supervisor of Instruction, Chairman
Mr. Paul McKinney, Assistant Principal
Robertsdale High School
Mrs. Faye Farris, Teacher, Robertsdale High School
Mrs. Katherine Jones, Teacher, Foley High School
Mrs. Bessie Bryant, Teacher
Baldwin County High School
Mrs. Jo Marshall, Teacher, Baldwin County High School
Miss Betty Bailey, Teacher, Baldwin County High School
Mrs. Margurite Ching, Teacher, Fairhope
Miss Kathryn Steedley, Teacher, Fairhope,
Project Director
Mr. Lee Boone, State Coordinator
Regional Curriculum Project
Mrs. Lois Miller, English Consultant
State Department of Education
Mr. W. Chandler McGowan, Superintendent of Schools
Mr. Wallace Williams, Principal
Baldwin County High School
Mr. J. W. Lipscomb, Principal, Fairhope High School
Mr. O. B. Rich, Principal, Foley High School

The variety of positions represented was an indication of the degree to which the system as a whole was committed to the project.

After brief presentations explaining the project and summarizing Baldwin County's activities up to that time, the Committee addressed itself to the question, "How do we involve all language arts teachers in the County?" At Mrs. Miller's suggestion the language arts curriculum was divided into the following areas:

1. Composition
2. Speech
3. Mechanics
4. Literature
5. Language

Status Study:

Each teacher was asked to make a study of the content and methods she was using in each of these five areas and report to the Committee. Teachers were also encouraged to read extensively in order to bring themselves up to date concerning new developments, trends, and research in each of these areas.

The Committee also developed survey instruments to gather more information concerning two questions: (1) "What are we doing now?" and (2) "Where do we want to go?"

People in the following categories were asked to respond:

1. High school seniors
2. High school graduates over a five year period
3. Dropouts over the same five year period
4. English teachers in the system

Step three was an evaluation of the English program by each school faculty. The format for this was:

1. Description of present English Program
   a. Content
   b. Teaching procedures
   c. Evaluation
2. General statements of overall objectives for the entire English program (grades 7-12)

3. List of each teacher's special interests, abilities, and experiences in English or related fields

4. Pretest of students (C.A.T.)

Workshop - Summer 1967:

The languare arts teachers in the system were invited to participate in a workshop of six weeks' duration during the summer of 1967. The dual purposes of this activity were staff development and curriculum development.

Forty three teachers responded and participated in workshop acitvities for six hours each day, five days per week. Each teacher received a stipend of $75.00 per week plus travel from his home to Bay Minette.

The workshop structure provided individual activities, interest group activities, and activities for the total group.

The general structure of the workshop permitted a great deal of flexibility. However, after the organizational phase, the routine fell into a general pattern, which was usually a half day devoted to large group and individual activities and the remaining half day devoted to interest group activities. This was varied according to need.

Under the direction of Mr. A. R. McVay, Supervisor of Instruction, and Dr. Grace Rockarts of the University of Alabama, who served as Chief Consultant, three interest groups were formed. These were: (1) Language and Speech, (2) Language and Composition, and (3) Literature. Each group chose a chairman and a recorder and, working in its own particular area of interest, set out to accomplish the following tasks:

1. The formulation of objectives
   (a) Grade level
   (b) Ability Level

2. Conducting research for the purpose of identifying materials and methods of instruction appropriate to the objectives

3. The development of a body of coherent, sequential and inclusive instructional material for use in classrooms (grades 7-12)

Activities of the three groups were coordinated by the supervisory staff. Materials, equipment, and consultants were provided for each group as necessary.

In addition to those listed above, participants were involved in a variety of other activities which contributed to the attainment of workshop objectives. A partial listing of these activities follows:

1. Individual reading and research
2. Lectures by consultants
3. Group work with consultants
4. Preview and discussion of visual aids available for classroom use
5. Review and refinement of objectives by the total group
6. Group work on writing skills, linguistics and lesson plans
7. Lecture-Demonstration, "Teletraining for English and Speech"
8. Preparation of transparencies and use of the over-head projector
9. Displays and demonstrations of books and materials

The following consultants and resource people worked with

Dr. Grace Rockarts, Chief Consultant
University of Alabama
Dr. Futrell Temple, Curriculum Specialist
University of Alabama
Miss Joanna Breedlove, Consultant, Modern Foreign Languages, State Department of Education
Mrs. Doris Brevard, Reading Consultant
University of Alabama
Dr. John Warriner, Author
Harcourt, Brace and World
Dr. George White, English Consultant
Harcourt, Brace and World
Mrs. Ruth D'Olive, Lecturer
Southern Bell Telephone Company

At the concluding session, each participant received a package containing copies of all instructional material developed during the workshop. Participants were asked to test three lesson plans each by teaching them in their classrooms and to incorporate desirable improvements. A written evaluation of each plan was then prepared for the steering committee. These teachers also gave oral presentations of their findings to all language arts teachers in special in-service meetings.

In-Service Education:

In order to implement the tryout and evaluation of lesson plans it was necessary to involve all language arts teachers. A series of meetings was held in order to familiarize them with the new materials and techniques, to encourage them in their use, and to keep everyone informed. Each person who tested a plan made an oral presentation of his findings. Teachers were also given instructions for evaluating lesson plans to determine how well they contributed to the attainment of stated objectives.

Workshop - Summer 1968:

In July of 1968 thirty-six language arts teachers were involved in an in-depth workshop of six weeks' duration for the purpose of improving lesson plans developed and tested during the previous year and to complete the development of a sequential program for grades 7-12.

III. Evaluation

In view of the fact that this project is still very active, a final evaluation is not possible at this time. However, it is believed that the following statements will serve as a preliminary evaluation.

Strengths and Accomplishments:

1. Perhaps the greatest strength was the recognition of the need to improve the instructional program in language arts and a commitment of the part of administrators, supervisors, and teachers to do so.

2. Capable leadership at the supervisory level was a major factor in this undertaking.

3. The provision of adequate materials and equipment and capable consultants was also important.

4. The length of the workshop and the fact that teachers were paid a stipend were important factors.

5. Participation in project activities has created an awareness of the need for change and improvement in all

subject areas. It has generated enthusiasm for change and an awareness that teachers are capable of developing good instructional materials and other means of improving instruction.

6. Change is observable, i.e., teachers are using more materials and visual aids.

7. Students are aware of the efforts to improve the instructional program.

8. Due to a well planned public relations program parents and community are pleased with what is taking place and interested in following through.

9. A Title III project which will make it possible to continue and expand activities has been approved and funded by U.S.O.E.

10. Project activities have pointed up the need for continuing emphasis on program and staff development.

11. Language arts workshops have served as models for successful workshops in other subject matter areas, e.g., elementary physical education and elementary language arts.

Weaknesses:

The failure of the Regional Curriculum Project and the State Department of Education to fulfill commitments and provide necessary services has hampered the project on many occasions.

A Cooperative Program for the Study of Instructional Leadership Involving Experimentation in Determining the Role or Roles of State Departments of Education in Facilitating Desirable Change in the Educational Program for Children and Youth. (A Project under Title V, Section 505, Public Law 89-10, Elementary and Secondary Education Act of 1965.)

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Dr. W. M. McCall, Policy Committeeman
Mr. Lee Boone, Coordinator

FLORIDA

Mr. Floyd T. Christian, Superintendent of Public Instruction
Dr. J. W. Crenshaw, Policy Committeeman
Mr. Marshall Frinks, Coordinator

GEORGIA
Administrating State

Dr. Jack P. Nix, Superintendent of Schools
Dr. C. M. Ivie, Policy Committee Chairman
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